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**State Support Team Region 13**

Abstract

This document provides users with one document, which provides valuable SUTQ guidance. All the information contained within this document can be found in two separate documents at   
http://earlychildhoodohio.org/index.stm

**Step Up to Quality**

**Center Program Standards**

**And**

**A Guide for Child Care Providers**

**Combined**

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| --- | --- | --- | --- | --- | --- |
| **Program Standards** | | | **Program Guide** | | |
| **Domain: Learning and Development**  **(Max 21 pt)** | | | | | |
| **Sub Domain: Curriculum and Planning** | | | | | |
|  | | | **Curriculum** | | |
| **Program Standards** | | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
| The program implements a written, research based, comprehensive curriculum aligned with the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served) and demonstrates its alignment to assessment. Each teacher has daily access to a copy of the curriculum. \*\*Each classroom has a copy of the Early Learning and Development Standards and/or Ohio K-12 Standards (appropriate to the age group served) \*\*The Early Learning and Development Standards can be located at www.earlychildhoodohio.org \*\*The Ohio K-12 Standards can be located at www.education.ohio.gov (page 1) | | The program shall complete and submit a copy of the form for each age group(s) served:    JFS 01590 "Curriculum Standard Assessment Alignment Tool: Infants and Toddlers for Step Up To Quality" (Rev. 7/2014) JFS 01591 "Curriculum Standard Assessment Alignment Tool: Pre-Kindergarten Strand for Step Up To Quality" (Rev. 7/2014), or the JFS 01593 "Curriculum Standard Assessment Alignment Tool: School Age for Step Up To Quality" (Rev. 7/2014). Lead teachers shall be able to explain how to implement the curriculum. Annual report: If the program has changed curriculum, the program shall submit documentation.   Section I of the JFS 01590, JFS 01591, or the JFS 01593 shall be used for documentation. (page 1) | Curriculum: A plan providing guidance on what and how to teach. To meet SUTQ requirements, the curriculum must be written, research-based, comprehensive, and aligned to the Early Learning and Development Standards, Ohio K-12 Standards, or the program’s philosophy for school-age only-programs. • Written: Typed and legible. • Research-based: Materials and resources obtained have been tested, measured and proven reliable and valid for young children’s learning and education experiences. • Comprehensive: Provides learning goals, activities and opportunities in all of the following areas: Social-Emotional Development Approaches Towards Learning Physical Well-Being & Motor Development Cognitive Development and General Knowledge (including Mathematics, Science and Social Studies) Language and Literacy Alignment: In early care and education, the degree to which a program’s curriculum and assessments complement one another to help achieve required or desired standards. • Curriculum Standards Assessment Alignment Tool: This tool, created by ODJFS and ODE, is required to be used by programs that have obtained and/ or implemented a curriculum. Implement: To put a decision or plan into effect. Program’s philosophy: The guiding principles for a program’s operations and decisions. (page 7) | Use  prescribed  form  JFS  01508  “Action  Plan  for  Selecting  a  Curriculum”  to  meet  the  requirement  of  selecting  a  curriculum.  (1  star)  Ensure  teachers  are  aware  of  where  the  curriculum  is  centrally  located  within  the  program.  (2   star and  above)  Ensure  that  all  age  groups  served  have  an  age-appropriate  curriculum  and  lead  teachers  or  family  child  care  home  providers  can  explain  how  their  program  implements   the curriculum.  (3  star  and  above)  Share  the  completed  ODJFS/ODE  alignment  tool  with  staff  to  ensure  they  understand  each  part  of  the  curriculum  and  why  it  meets  the  SUTQ  requirements.  (3  star  and  above)  Understand  how  the  curriculum  aligns  with  the  program’s  philosophy.  Train  staff  on  the  expectations  of  how  to  use  curriculum  in  the  program’s  planning  process.  (3  star and  above)  Use  sample  form  JFS  01590  “Curriculum  Standards  Assessment  Alignment  Tool:  Infants  and  Toddlers”  to  meet  the  requirements.  (3  star  and  above)  Use  sample  form  JFS  01591  “Curriculum  Standards  Assessment  Alignment  Tool:  Pre-Kindergarten  Strand  for  SUTQ  Programs”  to  meet  the  requirements.  (3  star  and  above)  Use  sample  form  JFS  01593  “Curriculum  Standards  Assessment  Alignment  Tool:  School  Age  for  SUTQ  Programs”  to  meet  the  requirements.  (3  star  and  above) (page 7) | Q: How  do  I  obtain  the  state  provided  curriculum?  A:  jfs.ohio.gov/cdc/docs/  CurriculumNotiﬁcation.stm  Q: Who  is  eligible  to  obtain  the  state  provided  curriculum?  A:  jfs.ohio.gov/cdc/docs/  CurriculumNotiﬁcation.stm  Q: Is  the  state-provided  curriculum  required?  A:   No,  programs  have  the  option  to  choose  any  curriculum  that  meets  the  SUTQ  requirements.  Q: What  are  examples  of  an  accepted  school-age  curriculum?  A: •  Building  the  Primary  Classroom  •  Cincy  After  School  •  Pinnacle  •  4-H  •  YMCA  Kids  Math  Kids  Science  Kids  Lit  Q: Is  “The  Fidelity  Tool”  from  Teaching  Strategies  accepted  as  a  curriculum?  A:   No,  “The  Fidelity  Tool”  is  a  self-assessment  tool  that  helps  programs  to  assess  if  Creative  Curriculum  is  being  fully  implemented.  Q: Does  the  curriculum  have  to  be  stored  or  located  in  the  classroom?  A:   No,  one  copy  is  required  for  the  program  and  needs  to  be  centrally  located  and  accessible  to  all  staff.  Staff  should  know  where  the  curriculum  is  located  and  be  able  to  access  the  curriculum  at  any  time  during  the  program’s  operation. (page 7) |
|  | |  | **Teacher Access to Standards (All Ratings)** | | |
| **Program Standards** | | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
|  | |  | **Early  Learning  and  Development**  **Standards  (ELDS):**  The  ELDS  are  unique  to  Ohio.  This  is   a  set  of shared  standards  that  provide  key  concepts  and  skills  that   a  childshould  develop They  are  applicable  to  children  ages  birth   through  5,  no  matter  what  kind  of  setting  they attend.  **Ohio  K-12  Standards:**  A  set  of  learning  standards   that  are applicable  to  all  school-age children.  **Ohio  K-12  Standards  Resource**  **Guide:**  The  resource  guide  provides  difﬁcult-to-understand  terminology  in  basic  terms  and  helpful,  developmentally  appropriate  research-based  instructional  strategies  and  activities  to  help  struggling  students  achieve.  **Standards:**  A  set  of  ideas  used  to  measure. (page 8) | Staff  are  aware  of  the  location  of  the  ELDS  and  the  Ohio  K-12  Standards  Resource  Guide  in  each  classroom  and  the  program’s  selected  curriculum.  Keep  an  additional  copy  available  in  the  classroom  that  is  not  removed  for  other  purposes  or  have  additional  copies  available  in  a  resource  area  to  use  while  planning.  Maintain  accessible  copies  to  replace  a  printed  copy  that  may  be  lost  or  destroyed.  Ensure  ELDS  and  the  Ohio  K-12  Resource  Guide  are  the  most  updated  versions  using  the  links   at right. (page 8) | Q: Does  having  a  copy  of  the  standards  in  the  resource  room  meet  the  requirement?  A:   No,  a  copy  must  be  available  in  each  classroom,  electronic  or  printed,  and  must  be  available  for  the  ODJFS/ODE  licensing  reviewer  to  review  at  the  time  of  an  inspection.  Q: What  is  the  requirement  for  access  to  standards  for  family  child  care  home  providers?  A:   Family  child  care  home  providers  must  have  the  items  within  the  home.  Staff  must  be  aware  of  the  location  of  the  materials.  Q: Where  can  I  ﬁnd  a  copy  of  the  most  recent  version  of  the  ELDS  and  the  Ohio  K-12  Resource  Guide?  A:   ELDS:  earlychildhoodohio.org  •  Ohio  K-12  Standards:  education.  ohio.gov  •  Ohio  K-12  Resource  Guide:  earlychildhoodohio.org/sutq/pdf/  Ohio-s-K-12-Standards-Resource-  Guide--Final.pdf  Q: Why  am  I  required  to  have  a  copy  in  each  classroom?  A:   So  all  teachers  can  access  and  become  familiar  with  the  ELDS  and  the  Ohio  K-12  Standards  so  they  can  use  them  during  the  group  planning  process. (page 8) |
|  | |  | **Activity Plans (All Ratings)** | | |
| **Program Standards** | | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| Lead teachers use a written dated plan of activities for all hours of instructional time.  “Instructional time” is the time the group spends with the lead teacher each day, excluding nap or rest time. (page 2) | | Teachers shall use a current, written, dated plan of activities to support children’s development and learning. The program shall submit a sample, which may be blank, of each different activity plan format used at the program that includes the following information: The teacher’s name  The name of the group The time frame the plan covers (daily, weekly, biweekly, monthly) Daily activities to support children’s development and learning and reflects current activities in the group. The plan shall be aligned to all developmental domains in Ohio’s Birth-Kindergarten Entry Early Learning and Development Standards or Common Core State Standards or both sets of standards; and to Ohio Academic Content Standards K-12, social studies and science appropriate to the age group served and developmentally appropriate. (page 2) | **Activity  Plan:**  The  detailed written  plan  of  daily  activities, experiences  and/  or  opportunities to  support  children’s development.  **Minimum**  **Instruction**  **Time:**  The  deﬁnition for  minimum  instruction  time can  be  found  in  the  appendices to  OAC  rule  5101:2-17-01. (page 9) | Use  the  activity  plan  as  a  working  document,  updating  as  changes  occur  within   the  classroom  and  to  continually  meet   the  needs  and  interests  of  children  in  the  group.  The  administrator  or  program  owner  should periodically  review   activity  plans  to  ensure that   the  current  plan  is  readily  available, reﬂects  the  activities   in  the  room,  and  is  completed  appropriately.  For  family  child  care  home  providers,  the planning  process   also  should  consider  allowing  for  activities  and  experiences  that meet  the   needs  of  a  greater  range  of  ages. This  would  include   taking  into  consideration  children’s  varying  schedules  and  any  safety  or social  emotional   factors  for  mixed  age  groups.  If  more  than  one  curriculum  is  being  used  for the  same  family   child  care  group,  the  activity  plan  format  may  need  to  be  adjusted  toaccommodate.  Use  sample  form  JFS  01513   “Activity Plan  for  Step  Up  To   Quality”  to  meet  the  requirements.  Use  sample  form  JFS  01592   “Individual  Child Plan  for  Step   Up  To  Quality”  to  meet  the  requirements.  Administrators  or  other  appropriate   staff  may talk  with  the  teaching   staff  and  give  them  the  opportunity  to  explain  and  verbalize  their planning  process.   This  will  help  prepare  for  the  SUTQ  interview.  (3  star  and   above)  During  the  planning  process,   teachers  should  use  the  following:  the  child  assessment results,  child  developmental  and  educational  goals,  interests  of  children,  and  knowledge  of  child  development  and  appropriate  standards  to  plan  meaningful  experiences   and  activities  for  children.  (3  star  and  above)  It  is  a  best  practice  to  note  the   children’s  interests  or  current  individualization  on  the  activity  plan.  Examples  are  noting  the  child’s  initials  next  to  a  speciﬁc  activity,   noting  a  reﬂection  or  observation  on  the  plan,  and/or  color  coding  or  adding  a  letter/number  code  for  various  learning  objectives  or  standards.  (4  and  5  star) (page 9) | Q: Where  should  I  keep  my  activity  plan(s)?  A:   Activity  plans  should  be  posted  in  each  room.  Q: Do  I  need  an  activity  plan  for  each  group  I  serve?  A:   Yes,  each  group  of  children  should  have  an  activity  plan  that  is  speciﬁc  to  their   needs  and interests.  Q: Do  I  need  an  activity  plan  for  infants  and  toddlers?  •A:  Yes,  all  age  groups  of  children   should  have planned  activities  to  assist  them  in  achievingtheir  goals  and  developmental  milestones.  Q: Do  I  have  to  code  my  activity  plan  to  showalignment  to  the  ELDS  or  Ohio   K-12  Standards?  A:  No,  it  is  a  best  practice  but  not  a  requirement.  Q: How  much  detail  needs  to  be  on  the  activity  plan?  A:   The  activity  plan  must  include  items as  deﬁnedin  the  appendices  of  OAC  rule  5101:2-17-01   and  star  rating.  Other items  may  be  included  to  assist  the  teacher’s pla    When activities  are  noted  on  the  plan,  they  should include  enough  of  a  description  to  allow  the  domain  and  the  activity  to  be  identiﬁed.  For  instance,  just  listing  nature  walk  Does not  give  enough  information   to  determine if  this  is  being  used   as  a  motor  activity,  a  science/cognitive  activity,  a  social/  emotional  activity  or  all  three.  Noting  “collect  &  classify  nature  items  from    Our walk”  would  allow  identiﬁcation   of  both the  actual  activity  and   the  intent  (learning  objective  or  domain  of  learning).  Q: Does  every  domain  need  to  be  listed?  A:  No,  however  the  teacher  should   Explain that  all  domains  are  included  in  the  planning process  and  each  can  be  identiﬁed  over  time.  Q: Does  every  child’s  name  need   to  be  on  each week’s  activity  plan?  A:   No,  teachers  should  be  able  to  explain  and show  how  the  documentation  is  kept  if  it  is not  noted  on   the  activity  plan  A:   Many  programs  choose  to  use  a  code  with letters,  colors  or  numbers  next  to  each  activity  to  represent  standards.  The  program  may  choose  any  code  they  wish,  as  long  as   the teacher  can  understand    and  explain  the  process  used  and  reasoning  behind  coding  for  activities.  There  are  many  ways  programs  may  meet  this choose  to  code  by  ELDS  domain.  Some  may  use  abbreviations, and  others  may  use   color  coding. (page 9) |
| Lead teachers plan intentional and purposeful activities and experiences for all hours of instructional time, that meet the needs, interests, and abilities of children across the following domains: Approaches Toward Learning, Social/Emotional Development, Cognitive and General Knowledge, Physical Well-Being and Motor Development, and Language and Literacy Development. (5 points)  (page2) | | Lead teachers shall be able to describe and provide written documentation of examples of the strategies that they use in the development and implementation of intentional and purposeful activities. Teachers of infant, toddler, and preschool children shall be able to explain how they address the Early Learning and Development Standards – through the arrangement of the learning environment, daily routines and planned experiences. School-age teachers shall explain how they address the K-12 Standards that are relevant to the program’s structure, philosophy and goals, through the arrangement of the learning environment, daily routines and planned experiences. All teachers shall be able to describe and give examples of how they consider individual child needs, interests and abilities during the planning process. They shall share any written documentation, work samples, collections or evidence. (page 2) |  |  |  |
| Teachers support children’s active engagement through opportunities for exploration and learning. (3 points) (page 2) | | Lead teachers shall be able to describe and provide written documentation of examples of the methods that they use to create a variety of types of experiences for children that encourage exploration and learning. (page 2) |  |  |  |
|  | |  | **Sub Domain: Child Screening and Assessment** | | |
|  | |  | **Child Screening (3 STAR and Above)** | | |
| **Program Standard** | | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| The program ensures that all children (except school- age children) receive a comprehensive developmental screening that is valid and reliable within 60 days of entry into the program and annually thereafter. Necessary referrals are completed within 90 days of identification of need, and the results are formally communicated with families.  Staff is trained to administer, score and use the tool appropriately. | | The program shall submit the name of the screening tool(s) obtained and document that the tool(s) is comprehensive and developmentally appropriate for the age groups served and written documentation of staff who have been trained on the tool(s). The program shall maintain on file for review written documentation of the training staff have completed for each tool. The tool(s) shall include the following domains: language, cognitive, motor, social and emotional and behavioral. A program may identify more than one tool, depending on the age groups served and the domains each tool addresses. If a program identifies more than one tool, it shall submit documentation for each tool. That documentation shall include the names of staff members who have been trained to use the tool. The program shall keep on file for review, documentation which demonstrates the program’s system for assuring that annual screening is completed for each child within 60 days of enrollment and annually thereafter, results shall be communicated with the families. The documentation shall include the child’s name, date of enrollment, date tool was administered, and date of referral (if necessary). The program shall submit written documentation which outlines the program’s referral process and the identified formal communication methods to share screening results. Programs serving only school-age children shall submit documentation stating that this program standard does not apply to them. Annual report: If the program is using new screening tools, the program shall submit an updated list of the screening tool(s) used as well as a list of the staff who have been trained on the new tool(s). | **Developmental  Screening:**  A  screening  that  shows  how  a  child’s  development  compares  to  other  children  of  the  same  age;  typically  administered  when  a  child  enrolls  in  a  program  to  identify  areas  of  concern  and  allow  information  to  be  used  for  the  initial  planning  cycle.  If  a  concern  is  identiﬁed,  the  appropriate  action,  which  may  include  a  referral  to  an  appropriate  resource,  must  be  taken.  The  results  of  ongoing  developmental  screenings  are  used  to  make  instructional  decisions  and  to  monitor  children’s  developmental  progress.  •  A  comprehensive,  developmentally  appropriate  screening  instrument  must  address  the  following  domains:  language,  cognitive,  motor,  social  /emotional  skills  and  behavior.  Programs  may  choose  to  use  a  combination  of  screening  tools  that  address  a  single  domain,  or  they  may  select  a  tool  that  addresses  all  domains.  **Individualized  Education  Plan**  **(IEP):**  A  plan  or  program  developed  to  ensure  that  a  child  over  age  3  who  has  a  disability  identiﬁed  under  the  law  receives  the  required specialized  instruction  and  related services.  IEP  law  is  found  in  three federal  statutes:   the  Individual  with  Disabilities  Education  Act  (IDEA),  Section  504  of  the  Rehabilitation  Act  of  1973,  and  the  Family  Educational  and  Privacy  Rights  Act.  IDEA  is  a  federal  law  that  is  Binding in  all  states.  **Individualized  Family  Service  Plan**  **(IFSP):**  A  plan  for  special  services  for  children  under  age  3  with  developmental  delays.  Once  a  child  turns  3,  an  IEP  is  put  into  place. (page 10) | Create  a  tracking  method  similar  to  that  on  the  required  licensing  forms  for  children’s  medical  care  and  enrollment  to  ensure  that  screenings  are  received  within  60  days.  Tracking  also  should  include  90  days  from  identiﬁcation  for  referrals,  if  required.  If  the  child’s  family  completes  the  screening,  the  program  is  required  to  review  the  screening  and  complete  the  scoring  portion  or  review  the  scoring  the  family  provided  for  accuracy.  The  program  must  notify  the  family  only  if  the  scores  are  different  than  what  was  initially  determined  by  the  family.  Create  a  tracking  method  that  includes  all  requirements  for  each  family  at  the  time  of  enrollment  so  staff  may  ensure  all  licensing,  SUTQ  and  program  requirements  are  met.  After  the  screening  tool  is  complete,  the  results  must  be  formally  shared  with  the  family.  Programs  may  choose  to  do  this  through  a  letter,  conversation  and/  or  conference.  If  a  screening  does  not  show  an  area  of  concern,  the  program  may  refer  to  an  appropriate  resource  based  on  additional  observations.  Programs  also  may  choose  to  provide  support  and  re-screen  within  the  90-day  period  prior  to  making  a  referral.  School-age  children  are  not  required  to  be  screened.  Use  the  sample  form  JFS  01512  “Developmental  Screening  Instrument  Summary”  to  meet  the  requirements. (page 10) | Q: How  do  I  document  staff  that  have  been  trained  on  the  screening  tool?  A:   Using  the  JFS  01512  or  other  acceptable  documentation.  This  could  be  professional  development  documentation  such  as  an  in-service  training  form,  a  veriﬁed  item  in  the  Ohio  Professional  Registry,  or  a  certiﬁcate  or  form  provided  by  the  author  of  the  tool.  Q: If  a  referral  is  needed,  who  do  I  refer  to?  A:  Referrals  should  be  sent  to  partners  or  professionals  such  as  the  local  school  district,  social  service  agency  or  pediatrician.  Q: Do  I  need  to  purchase  multiple  copies  of  the  screening  tool,  or  can  I  print  my  own?  A:   The  program  should  follow  the  publisher’s  requirements  about  copying  materials.  Q: If  I  use  an  online  tool,  do  I  need  something  printed  in  the  child’s  ﬁle  to  show  my  reviewer,  or  can  I  show  them  the  online  tool?  A:   The  screening  must  be  able  to  be  viewed  during  the  inspection.  If  the  reviewer  has  access  to  a  computer  during  the  veriﬁcation  visit,  they  can  review  the  online  tools.  Please  note  that  the  reviewer  will  not  extend  the  visit  in  order  to  view  these  items.  Q: If  the  child  is  on  an  IEP  or  IFSP,   areadditional  screenings  required?  A:   If  a  child  has  a  current  IEP  or  IFSP  they  must  receive  a  screening  in  the  areas  that  are  not  included  in  the  IEP/IFSP,  or  the  speciﬁc  instructions  in  the  IEP/IFSP  should  be  followed.  If  all  areas  are  not  being  screened  due  to  a  current  IEP/IFSP,  the  IEP/IFSP  should  be  kept  on  ﬁle  at  the  program.  Q: Do  I  need  parent  permission  to  refer  a  child  to  services?  A:   Referrals  to  services  should  be  made  in  collaboration  with  families. (page 10) |
| The program administers the state required assessment for all enrolled preschool aged children. | | The program shall administer the Early Learning Assessment (ELA) following the schedule prescribed by the Ohio Departments of Education and Job and Family Services (ODE and ODJFS). |  | | |
|  | |  | **Sub-Domain - Child Assessment (3 STAR and Above)** | | |
| **Program Standard** | | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| The program assesses all children enrolled using formal and informal methods on an ongoing basis to inform instruction. Results are shared with families. Programs are only required to complete informal assessments on school-age children. (page 3) | | The program shall submit a written description of the on-going child assessment process which includes: A description of the on-going process used for child assessment \*\* Identification of the standardized tool(s) used for formal assessments \*\* Methods in which child observations are conducted and recorded \*\* Identification of supporting evidence and the methods used to collect supporting evidence. The program shall keep on file for review examples of completed tools and supporting evidence of on- going child assessment; as well as samples of information provided to families to share results.  The administrator or lead teacher shall be able to explain and show documentation of the program’s screening and referral process, including how screening results are formally communicated with families. Annual report: If the program has changed the assessment process, the program shall submit an update to the requirements listed above.  (page 3) | **Assessment:**  Ongoing  formative  assessment  is  a  process  used  to   identify  children’s  developmental  strengths,  instructional  needs,  intervention   needs and  progress  over  time.  **Formal Assessment:**  Formal  assessments  are  used  to  report  information  to  others,  such  as  families and  program  administrators.   They also  give  teachers   information  to  adjust  individual  instruction.   Formalassessments  must  follow   a  standardized  set  of  learning  objectives  for  all  children and  must  use  a  speciﬁc   standardized tool  or  instrument.  **Informal Assessment:**  Informal  assessments  are  conducted  by  observing  and  recording  children’s  behavior  and  progress.  To  create   an informal  assessment,  teachers  can  use tools  such  as  developmental  checklists,  anecdotal  records,  work  sampling   and portfolios.  This  information   can  be  used  to  better  design  instructional  activities  that  support  a  range  of  developmental levels  across  all  domains.  **Child  Portfolio:**  Portfolios  contain  student  work  reﬂecting  their  accomplishments  toward  signiﬁcant  curriculum  goals,  particularly  those  that  require  complex  thinking  and  the  use of  multiple  resources.  An  assessment  of  the  portfolio  can  provide   valuable evidence  of  the  child’s  accomplishments  and  support  the  instructional   process.In  addition,  portfolios   invite  children  to  reﬂect  on  their  progress  and  take pride  in  their  accomplishments.   Finally,portfolios  provide  parents  and  the  wider  community  with  credible  evidence  of the  child’s  achievements  and   inform policy  and  practice  at  every  level  of  the  educational  system.  **Early  Learning Assessment  (ELA):**  This is  a  state  assessment   for  all preschool-aged  children  that  must  be  completed  in  accordance  with  the  schedule  prescribed  by  ODE  or  the  ODJFS. (page 11) | Create  a  tracking  plan  that  aligns  with  the  publisher’s  requirements  for  the  child  assessment  selected  or  to  the  program’s  chosen  schedule.  Two  complete  assessment  cycles  are  required  annually  for  three-  to  ﬁve-star  rated  programs.  The  results  of  the  child  assessment  must  be  formally  shared  with  the  family.  Programs  may  choose  to  do  this  through  a  letter,  conversation  and/or  conference.  Ensure  that  the  assessment  is  aligned  to  the  program’s  chosen  curriculum  and  age-appropriate  standards.  All  administrators  and  lead  teachers  should  be  able  to  explain  the  assessment  process.  School-age  children  are  required  to  receive  only  informal  assessments,  but  educational  and  developmental  goals  must  be  set  for  them.  Use  sample  form  JFS  01519  “Child  Assessment  Process”  to  meet  the  requirements.  Use  sample  form  JFS  01588  “Process  to  Use  Child  Assessment  Results”  to  meet  the  requirements.  Child  assessment  results  must  be  used  to  create  activity  plans  and  classroom  goals.  (4  and  5  star) (page 11) | Q: My  program  serves  only  school-  age  children.  Do  I  need  to  do  child  assessments?  A:   Yes.  Informal  assessments  are  required  for  school-age  children.  Q: How  often  do  I  need  to  complete  the  child  assessment  tool?  A:   At  least  twice  annually.  The  fall  and  spring  reporting  periods  are  required.  Q: If  a  child  has  an  IEP  or  IFSP,  are  additional  assessments  required?  A:   You  may  use  an  amended  or  adjusted  assessment  process  for  the  areas  identiﬁed  in  the  IEP  or  IFSP,  based  upon  the  determination  of  the  professionals  who  created  the  IEP  or  IFSP.  The  areas  not  covered  by  the  IEP  or  IFSP  still  must  be  assessed.  Q: Can  a  program  use  more  than  one  assessment?  A:   Yes.  Programs  are  encouraged  to  use  more  than  one  assessment  if  doing  so  helps  meet  children’s  needs.  A  program  may  use  any  combination  of  summative,  diagnostic  or  formative  assessments  but  must  complete  a  comprehensive,  formative,  formal  assessment  at  least  twice  annually  for  each  child.  Q: When  will  the  Early  Learning  Assessment  be  required?  A:   Programs  must  follow  the  schedule  prescribed  by  ODE  and  ODJFS.  The  most  recent  schedule  may  be  found  at  **education.ohio.gov/Topics/**  **Early-Learning/Kindergarten/**  **Early-Learning-Assessment/**  **Early-Learning-Assessment-**  **for-Programs-1#Rollout  and**  **Timeline**. (page 11) |
| On-going child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress. (5 points) (page 4) | | The program shall submit a written description of the on-going child assessment process which includes:  A description of the on-going process used for child assessment Identification of the standardized tool(s) used for formal assessments Methods in which child observations are conducted and recorded Identification of supporting evidence and the methods used to collect supporting evidence. The program shall keep on file for review examples of completed tools and supporting evidence of on- going child assessment; as well as samples of information provided to families to share results. The administrator or lead teacher shall be able to explain and show documentation of the program’s screening and referral process, including how screening results are formally communicated with families. Annual report: If the program has changed the assessment process, the program shall submit an update to the requirements listed above.  The program shall submit a written description of how the results of the on-going child assessment process are used, which includes:  The written process used to analyze and interpret child assessment data Written documentation which demonstrates examples of how individual child progress is evaluated  Written documentation which demonstrates examples of the intentional strategies used to inform instruction for individual children as well as the group Lead teachers shall be able to explain their methods for analyzing and interpreting assessment data and to explain how they modify their instructional strategies to meet the needs, interests and emerging abilities of children. (page 4) |  |  |  |
| Families are provided multiple opportunities to understand the assessment process used and data collected, review and contribute to their child’s  education plan, and share information about their child’s progress toward learning goals. (4 points) | | The lead teacher(s) shall be able to describe and provide written samples of the process used with families to: Understand the assessment process and how data is collected  Review and contribute to the education plan of their child Share child’s progress toward learning goals  (page 4) |  |  |  |
| **Sub-Domain: Interaction and Environment** | | | | | |
|  | |  | **Classroom Self-Assessment (2 STAR and Above)** | | |
| **Program Standard** | | **Requirement** | **Key Terms** | **Tips** | **FAQ** |
| The program completes an annual self-assessment tool(s) that addresses the quality of the classroom environment and staff/child interactions that is developmentally appropriate to age groups served. (page 5) | | The program shall complete and submit written documentation of the completion of a classroom self-assessment for each group of children. The tool shall be developmentally appropriate to age groups served and shall be completed each year. The program shall submit a summary of the completed classroom self-assessments. The summary shall include the name of each classroom, the staff present at the time of the self- assessment, and the date of the completion. The completion of the classroom self-assessment tool shall not be used to meet the teacher observation program standard in the Administrative and Leadership Practices domain. Annual report: The program shall submit documentation of the completed classroom self-assessment tool summary. (page 5) | **Classroom  Self-Assessment**  **Tool:**  An  annual  process  that  addresses  the  quality  of  the  classroom  environment  and  staff/child  interactions  and  that  is  developmentally  appropriate  for  each  age  group  served.  **Indicator:**  A  measure  of  quality.  **Environmental  Indicators:**  A  set  of  indicators  speciﬁc  to  the  space  children  use  and  the  interactions  within  that  space.  Examples  include:  •  Space  and  Furnishings  •  Personal  Care  Routines  •  Interaction  •  Program  Structure  **Early  Childhood  Environmental**  **Rating  Scale-Revised**  **(ECERS-R):**  An  assessment  tool  that  measures  environmental  indicators  of  quality  in  preschool  classrooms.  **Infant Toddler  Environment**  **Rating  Scale-Revised**  **(ITERS-R):**  An  assessment  tool  that  measures  environmental  indicators  of  quality  in  infant  and  toddler  classrooms.  **Family  Child  Care**  **Environmental  Rating  Scale-**  **Revised  (FCCERS-R):**  An  annual  self-assessment  tool  that  measures  the  learning  environment  in  family  child  care  home  providers.  **School-Age  Care**  **Environmental  Rating  Scale**  **(SACERS):**  An  assessment  tool  used  to  measure  environmental  indicators  of  quality  in  school-  age  classrooms.  **Action  Plan:**  A  proposed  list  of  steps  to  achieve  a  goal. (page 12) | Create  a  tracking  plan  that  aligns   to  the publisher’s  requirements   for  the  program’s  selected  classroom  self-assessment.  Create  a  tracking  system  to  ensure  that  all classrooms  complete  the  self-assessment  at  least  annually,  and  that  they   are  completed  by  individuals  who  can  use  the  tool  fully  and  accurately  according  to  the  publisher’s  requirements.  When  working  with  mixed-aged  classrooms,  ensure  that  the   appropriate  classroom  self-assessments  are  completed.  Multiple  assessments  may  be required  if  the  ages  in  the  group require  separate  assessments  according   to  the publisher.  There  are  tools  available  for  a wide  range  of  ages.  Please  contact  your  local  resource  and  referral  agency   or  state support  team  for  guidance.  Family  child  care  home  providers  Are required  to  complete  one   environment  self-  assessment  for  the  program  if  all  children are  part  of  the  same  group.  If  a   provider has  separate  groups,   an  environment  self-  assessment  must  be  completed  for  each group.  Use  sample  form  JFS  01516   “Classroom Self-Assessment   Tool  Summary”   to  meet the  requirements.  Once  the  classroom self-assessment  is  complete,  allow  time  for   the  results/  outcomes  to  be  reviewed  and  discussed  by  the  classroom  or  program  staff  and administrator/owner,   as  applicable.  This discussion  should  take  place  with  the  intent  to  complete  the  lead  teacher’s  classroom  action  plan.  (3  star  and  above)  A  copy  of  the  goals  are  readily  available  in  each  classroom  and,  at  a   minimum,  must  be  updated  each  time  a  new   classroom self-assessment  is  completed.  (3  star  and  above)  Use  sample  form  JFS  01518  “Classroom Self-Assessment  Action  Plan” to  meet  the  requirements.  (3  star  and  above)  ( page 12) | Q: If  my  program  uses  another  agency/organization  to  complete  the  classroom  self-assessment,  what  must  the  program  have  on  ﬁle?  A:   All  of  the  scoring  sheets,  graphs  or  materials;  the  notes  taken  by  the  observer;  and  a  signed  statement  that  the  self-assessment  was  completed  and  reviewed  with  the  program.  Q: Does  my  score  on  my  classroom  self-assessment  affect  my  SUTQ  rating?  A:   No.  The  self-assessment  must  be  completed,  but  the  outcome  does  not  impact  the  rating.  Q: Can  I  reuse  my  classroom  self-  assessment  tool?  A:  Yes,  if  the  publisher  allows  the  program  to  copy  the  scoring  materials,  the  printed  books  may  be  reused.  Q: Can  the  OCOT  be  used  as  the  classroom  self-assessment?  A:   No,  the  OCOT  must  be  completed  by  a  reliable  ODJFS  or  ODE  reviewer  as  a  part  of  the  veriﬁcation  process.  (3  star  and  above)  ( page 12) |
| The lead teacher (s) in each group identifies an area for improvement and creates an action plan which includes a goal and action steps based on the results of the annual self-assessment. (page 5) | | The program shall complete and submit a sample action plan. The lead teacher(s) in each group shall use the results of the self-assessment to identify an area of improvement and develop an annual action plan.  The written action plan shall include: Teacher’s name Group Date Completed Name of tool used Goal Action steps for achieving the goal Timeframe for completing the goal Annual report: The program shall submit the current written action plan. (page 5) |  |  |  |
| The program supports each child’s development by providing well-structured learning environments and positive interactions among staff and children. (page 5) | | Randomly selected groups, representing the age groups the program serves, will be observed using a standardized tool embedded within the verification process. The tool will assess both the quality of the classroom environment and staff/child interactions. Programs will need to successfully meet the elements and indicators within the tool to demonstrate they meet this standard. (page 5) |  |  |  |
| Each lead teacher documents progress on action steps and readjusts goals as needed. (4 points) (page 5) | | Each lead teacher shall submit and document progress they have made on completing action steps towards achieving identified goal(s). Additionally, if goals are adjusted throughout the year based on the ability to successfully make progress, documentation of the adjustment shall also be maintained.  Each lead teacher shall be able to describe the classroom self-assessment process, the process for developing goals and action steps based on the results of the classroom self-assessment, and the progress made toward achievement of the goals throughout the year. (page 5) |  |  |  |
|  | |  | **Ohio Classroom Observation Tool (OCOT) (3 STAR and Above)** | | |
| **Program Standards** | | **Requirements** | **Key Terms** | **Tips** | **FAQ** |
|  | |  | The  OCOT  consists  of  seven  elements.  Four  elements  assess  the  classroom  environment,  and  three  elements  assess  staff/child  interactions.  Each  element  includes  several  indicators.  For  each  element,  programs  will  obtain  one  of  three  designations:  •  “Not  Met”  —  did  not  meet  a  speciﬁed  number  of  indicators.  •  “Met”  —  met  a  speciﬁed  Number of  indicators  but  not  all.  •  “Fully  Met”  —  met  all  indicators.  In  order  for  a  program  to  obtain  a  three-  to  ﬁve-star  rating,  all  classrooms  observed  must  have  met  or  fully  met  six  of  the  seven  elements.  **Indicator:**  A  measure  of  quality. (page 13) | In  some  cases,  it  may  not  be  possible  to  observe  an  indicator  during  a  30-minute  observation.  In  those  instances,  reviewers  will  interview  the  lead  teacher  to  assess  whether  the  indicator  was  met.  Use  formal  teacher  observations  to  assist  staff  to  implement  appropriate  interactions  with  children.  While  completing  formal  observations,  the  observer  should  move  throughout  each  room  and  help  teachers  prepare  and  be  comfortable  for  the  OCOT.  Use  classroom  self-assessment  results  to  ensure  the  environment  is  appropriate  to  the  needs  of  the  children  in  the  room.  Administrators  should  frequently  observe  staff  and  address  issues   as they  are  observed.  Programs  may  complete  mock  OCOT  and  teacher  interviews.  Contact  your  local  resource  and  referral  agency  or  state  support  team  for  assistance  in  this  process.  Create  program  expectations  for  interactions  with  children  speciﬁc  to  the  age  groups  served.  Administrator  should  share  the  OCOT  with  staff  prior  to  the  Onsite visit  and  after  its  completion.  Use  sample  form  JFS  01521  “Teacher  Observation  Form”  to  meet  the  requirements.  Use  sample  form  JFS  01522  “Teacher  Observation  Summary”  to  meet  the  requirements. (page 13) | Q: Which  classrooms  will  be  observed?  A:   The  reviewer  will  randomly  select  groups  for  the  OCOT  observation.  At  least  one  group  per  age  group  served  will  be  selected.  The  program  may  not  select  the  rooms  that  are  observed.  Q: What  happens  if  one  classroom  does  not  meet  the  OCOT?  A:   If  one  classroom  does  not  meet  the  OCOT,  the  program  will  be  unable  to  receive  a  three-,  four-  or  ﬁve-star  rating.  The  OCOT  is  not  required  for  one-  and  two-  star  programs.  Q: What  should  be  expected  during  an  OCOT  visit?  A:   ODJFS  or  ODE  reviewers  will  observe  the  environment  and  staff-child  interactions  by  moving  throughout  the  classroom  for  30  minutes.  If  the  group  leaves  the  classroom,  the  reviewer  may  follow.  The  observer  may  ask  the  teaching  staff  where  to  ﬁnd  the  activity  plan  and  the  classroom  schedule  for  review.  If  the  observer  has  questions  after  the  OCOT  for  items  that  could  not  be  observed,  the  observer  will  ask  the  teaching  staff.  Q: Should  I  alter  my  programming  while  I  am  being  observed?  A:   No,  the  OCOT  is  designed  to  be  completed  during  any  activity.  Staff  should  keep  their  normal  routine. (page 13) |
| |  |  | | --- | --- | | **Program Standards** | **Program Guide** | | | | | | |
| **Domain: Administravie and Leadership Practices (Max 18 points)** | | | | | |
| **Sub-Domain: Staff Supports** | | | | | |
|  |  | | **Staff Supports & Wage Structure (All Ratings)** | | |
| **Program Standard** | **Requirements** | | **Key Terms** | **Tips** | **FAQ** |
| The program has a written wage structure. (page 6) | The program shall have a written process used to determine compensation for staff based on criteria established by the program. The program shall submit a copy of the written wage structure it uses to compensate staff (both full- and part-time). It shall base this structure on criteria it established, such as education, experience, length of employment, role or position. (page 6) | | **Staff  Supports:**  Additional  beneﬁts  given  to  staff  by  the  program.  Approved  SUTQ  staff  supports  may  be  found  in  the  appendices  to  OAC  rule  5101:2-17-01.  **T.E.A.C.H  Early  Childhood®**  **OHIO:**  A  compensation  and  retention  program  for  child  care  professionals.  For  more  information,  see**occrra.org/teach-**  **early-childhood**  **Planning Time:**  A  time  set  aside  for  teachers  to  complete  group  activity  plans. (page 18) | Determine  which  staff  are  eligible  to  receive  supports.  Create  a  written  policy  regarding  staff  supports  and  wages  that  also  states  how  this  policy  is  shared  with  staff.  Ensure  that  your  budget  can  sustain  the  wage  structure  and  staff  supports  offered  for  all  identiﬁed  staff.  Research  programs  in  your  area  to  determine  what  pay  rates  and  staff  supports  they  offer,  to  help  you  obtain  and  retain  qualiﬁed  staff.  If  your  program  is  part  of  a  larger  organization,  determine  whether  the  organization  has  a  standard  that  you  are  expected  follow.  Staff  supports  do  not  apply  to  family  child  care  home  providers.  (page 18) | If  staff  supports  are  available  only  to  full-time  staff,  does  that  meet  the  requirement?  •  Yes,  the  requirement  is  for  programs  to  have  a  staff  support  policy.  Programs  are  responsible  for  selecting  who  may  receive  supports.  What  if  my  program  does  not  have  both  full-  and  part-time  staff?  •  A  program  does  not  have  to  have  a  wage  structure  for  a  category  of  workers  it  does  not  employ.  However,  its  written  policy  must  state  the  types  of  staff  it  employs  and  include  a  wage  structure  for  those  staff. (page 18) |
| The program offers two of the approved staff supports. The program offers three of the approved staff supports. (3 points) (page 6) | Approved staff supports are as follows:  A total of 5 days of paid leave (sick, vacation, and/or personal) Health benefits Retirement Discount on child care Tuition reimbursement  T.E.A.C.H. Early Childhood©Ohio Paid professional development Flexible spending account  Life insurance Five paid holidays  One hour of paid planning time weekly The program shall submit and maintain written documentation which includes the following: who is eligible to receive the staff supports and the program’s formal communication of the available supports to employees. (page 6) | |  |  |  |
| **Sub-Domain: Program Administration** | | | | | |
|  |  | | **Program Self-Assessment** | | |
| **Program Standards** | **Requirements** | | **Key Terms** | **Tips** | **FAQ** |
| The program completes an annual program self- assessment. | The program self-assessment is a standardized tool that is used to assess a program's administrative policies, procedures and practices. The self-assessment tool summary shall be submitted and include, at a minimum, the following: \*\* Program name, license number, name of self-assessment tool, name of person completing the self-assessment, and the date self-assessment is completed. \*\* A standardized process for assessing the following program elements: \*\* Human resource leadership and development \*\* Family and community partnerships  \*\* Program development and evaluation  \*\*Business and operations management The program shall keep on file for review, documentation of the completed and scored self- assessment tool summary. The self-assessment shall be completed and/or updated annually. Annual report: The program shall submit documentation of the completed classroom self- assessment tool summary. | | **Program  Self-Assessment:**  A  standardized  tool  that  measures  a  program’s  administrative  policies,  procedures  and  practices  regarding  the  following:  Human  Resource  Leadership  and  Development,  Family  and  Community  Partnerships,  Program  Development  and  Evaluation,  and  Business  Operations  and  Management.  •  Examples  of  self-assessment  tools  for  centers:  Program  Administration  Scale  (PAS)  National  Association  for  the  Education  of  Young  Children  (NAEYC)  Program  Self-Study  National  Accreditation  Commission  (NAC)  for  Early  Care  and  Education  Programs  Head  Start  Annual  Program  Assessment  Quality  Self-Assessment  Tool  (QSAT)  for  Ohio’s  Afterschool  Programs  Other  —  Assessment  tools  that  are  part  of  the  program’s  curriculum  •  Examples  of  self-assessment  tools  for  family  child  care  home  providers:  Business  Administration  Scale  (BAS)  National  Association  of  Family  Child  Care  (NAFCC)  accreditation  materials  Family  Child  Care  Environment  Rating  Scale  —  Revised  (FCCERS-R) (page 15) | ODJFS/ODE  staff  do  not  use  these  self-assessment  scores.  They’re  for  the  beneﬁt  of  the  program,  to  foster  continuous  improvement.  Ensure  that  the  tool  includes  the  required  elements.  If  the  tool  is  completed  for  an  agency  or  multiple  sites  with  the  same  owner,  each  program  administrator  must  have  access  to  the  results  for  site-speciﬁc  items.  Use  sample  form  JFS  01586  “Program  Self-Assessment  Summary”  to  meet  the  requirements. (page 15) | Q: Can  the  OCOT  be  used  by  the  program  as  a  self-assessment  tool?  A:   No,  the  OCOT  evaluates  programs’  environment  and  interaction,  not  administrative  and  leadership  practices.  Q: What  resources  are  available  to  help  with  the  assessment?  A:   Programs  can  visit  the  website  or  contact  the  author  of  the  tool  they  select.  They  also  may  contact  their  local  resource  and  referral  agency  or  state  support  team.  Q: Who  needs  to  complete  the  program  self-assessment  tool?  A:   The  person(s)  who  completes  the  tool  must  be  an  administrator  of  the  program  or  agency  or  owner  of  the  program. (page 15) |

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|  |  | **Formal Observations (2 STAR and Above)** | | | |
| **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** | |
| Lead and assistant teachers have at least one formal observation annually. (page 8) | The observation shall be completed by the administrator or person(s) designated by the administrator within 30 days of hire and updated at least annually. The program shall submit a summary that shall include documentation of the formal observations for each staff member. The summary include the staff member’s name and the date the observation was completed. The completion of the classroom self-assessment or a self-evaluation by the lead or assistant teacher does not meet the requirement of this program standard. Annual report: The program shall submit documentation of the formal observations. (page 8) | **Formal  Observation:**  A  standardized,  written  assessment  of  strengths  and  areas  for  improvement. | Formal  observations  must  be  scheduled  within  30  days  of  hire  and  annually  thereafter.  They  can  be  completed  more  frequently  if  the  program  plans  to  use  them  to  earn  extra  points.  The  formal  observation  must  include  the  observation  of  staff.  It  is  important  for  the  person  completing  the  assessment  tool  to  record  the  speciﬁc  observations  that  the  program  could  use  for  planning  both  program  improvement  and  greater  support.  Two  annual  formal  observations  must  be  held  at  least  90  days  apart.  (4  and  5  star)  Family  child  care  home  providers  must  use  the  Administrator  CKC  Self-Assessment  as  a  formal  observation  tool.  It  is  best  to  print  it  in  color  for  easier  scoring.  Use  sample  form  JFS  01516  “Classroom  Self-Assessment  Tool  Summary”  to  meet  the  requirements.  Use  sample  form  JFS  01587  “Professional  Development  Plan”  to  meet  the  requirements. | | Q: Can  I  use  my  classroom  self-  assessment  to  meet  the  formal  observation  requirements?  A:   Yes.  A  classroom  self-  assessment  may  be  completed  an  additional  time  for  each  staff  member  to  meet  the  formal  teacher  observation  requirement.  When  used  for  this  purpose,  the  classroom  self-assessment  must  include  an  observation  by  another  person.  It  may  not  be  completed  by  the  individual  being  observed.  Q: Can  ODE  programs  use  the  Ohio  Teacher  Evaluation  System  (OTES)  to  meet  the  formal  observation  requirements?  A:   Yes.  ODE  programs  also  may  use  the  walk-through,  pre-  and  post-  conference  observations.  Q: How  much  evidence  should  be  collected  for  my  formal  observations?  A:   There  is  no  rule  requirement  for  documentation  other  than  the  formal  observation  itself. |
| Results of the formal observations are used to inform individual professional development plans. (page 9) | The program shall submit written documentation that demonstrates how the results of the formal observations were used to inform the goals as indicated on individual professional development plans. (page 9) |  |  |  | |
| Results of the formal observations are used to inform the program’s annual continuous improvement plan. (4 points) (page 9) | The program shall complete and submit all of the required sections of the JFS 01509 “Continuous Improvement Plan for SUTQ” (Rev. 7/2014) in order to obtain points towards a four or five-star rating. Annual report: The program shall submit the updated JFS 01509. (page 9) |  |  |  | |
| Results of the annual classroom self-assessment are used to inform individual professional development plans. (3 points) (page 9) | The program shall submit written documentation that demonstrates how the results of the annual classroom self-assessments were used to inform the goals as indicated on individual professional development plans. (page 9) |  |  |  | |
| Two formal observations are completed annually for all lead and assistant teachers. (2 points) (page 9) | Formal observations shall be completed within 30 days of hire and updated at least annually. The observations shall be completed by the administrator or person(s) designated by administrator. Documentation of the formal observations shall include the staff member’s name and the date the observation was completed. The two observations shall be at least 90 days apart. Annual report: The program shall submit documentation of the formal observations. (page 9) |  |  |  | |

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|  |  | | | | | **Continuous Improvemtn Plan (CIP) (2 STAR and Above)** | | | | | | |
| **Program Standards** | **Requirements** | | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| The program completes an annual continuous improvement plan using results from the current annual program self-assessment, which includes a minimum of two goals and action steps towards completing the goals. Input from staff and families are also included in developing the continuous improvement plan. | The program shall complete and submit the required sections of the JFS 01509 “Continuous Improvement Plan For SUTQ” (Rev. 7/2014) for the desired rating. The plan shall be updated annually. The goals and action steps shall be evaluated and revised as needed based on the program’s progress toward intended outcomes. The administrator shall be able to provide written examples of ways that staff and families input are gathered and used to inform the continuous improvement plan. Annual report: The program shall submit the updated JFS 01509. | | | | | **Continuous**  **Improvement  Plan  (CIP):**  A  documented  set  of  goals  and  action  steps  to  improve  the  program  over  time.  **Goal:**  A  desired  outcome.  **Action  Step:**  A  measurable  task  that  leads  to  an  associated goal.  **SMART  Goal:**  S-Speciﬁc  M-Measurable  A-Attainable  R-Realistic  T-Timely  (page 17) | | | Action  steps  must  be  very  speciﬁc.  For  example,  an  action  step  to  “purchase  additional  materials”  is  not  acceptable.  An  action  step  to  “purchase  additional  dramatic  play  materials  for  the  toddler  room”  would  meet  the  requirements.  Reﬂect  on  the  previous  year’s  goals  to  help  create  new  goals  for  the  next  year. Think  about  why  a  goal  was  met  or  not  met  and  if  it  should  be  included  or adjusted  moving  forward.  Be  sure  program  goals  relate  to  items/indicators  found  within  the  formal  observation  or  classroom  self-  assessment  tool.  For  family  child  care  home  providers,  goals  may  be  created  for  the  program  instead  of  each  individual  group,  even  if there  are  multiple  groups  in   the  home.  The  CIP  is  required  to  be  updated  annually.  Best  practice  is  to  use  it  as  a  working  document  and  update  as  needed.  It  is  recommended  that  the  CIPbe  reviewed  at  least  quarterly  or  when new  formal  teacher  observations  and/  or  classroom  self-assessment  tools  are  completed.  Programs  can  add  new  goals  if  previousgoals  have  been  completed.  Set  short-  and  long-term  goals  that  are  realistic  and  attainable.  There  may  be  some  areas  in  which  a  program  cannot  improve  its  score  –   for example,  if  a  room  conﬁguration  would  be  improved  by  removing  a  wall,   but  the program  cannot  remove   the  wall.  This would  not  be    an  achievable  goal  and should  not    be  included.  Provide  the  annual  survey  to  families   In a  variety  of  formats  –  for  example,  on paper,  verbally  and  online.  Regardless  of the  format,   the  survey  should  be  easy  to  complete. (page 17) | | Q: Who  completes  the  JFS  01509  “Continuous  Improvement  Plan  (CIP)  for  Step  Up  To  Quality  (SUTQ)”  form?  A:  The  administrator  or  designee.  Q:If  a  goal  was  not  accomplished,   can  the dates  be  updated  on  the  current  CIP  to remove  the  requirement  for  a  new  JFS  01509?  A:   The  plan  is  required  to  be  Updated annually.  It  may  be   updated  on  the previous  form.  Q:Can  ODE  programs  use  the  CIP  for  the district?  A:  Yes,  as  long  as  the  district  plan  includes  goals  and  improvements   for the  preschool.  Q: How  can  families  be  encouraged  to complete  the  survey?  A:   Make  the  survey  as  easy  as  possibleto  complete.  Include  simple, straightforward   questions  and  multiple  formats  (printed  or  online)  that   are easy  to  access.  A:  Offer  an  incentive  for  participating.  A:   Show  families  evidence  that  the  survey  results  are  used  and  affect  the program. (page 17) | |
| The program’s annual continuous improvement plan has strategies to engage community partners to support child and family outcomes. (3 points) | The program shall complete and submit all of the required sections of the JFS 01509 “Continuous Improvement Plan for SUTQ” (Rev. 7/2014) in order to obtain points towards a four or five-star rating. The strategies shall be evaluated and revised as needed based on the program’s progress toward intended outcomes. The administrator shall be able to explain:  The process used to develop the continuous improvement plan, goals, and action steps The process to get input from staff and families The strategies used to engage community partners Annual report: The program shall submit the updated JFS 01509. | | | | |  | | | | | | |
| The program conducts an annual survey with families and community partners to review accomplishments of program goals. (3 points) | The program shall document and submit the method of conducting the survey with families and community partners. The documentation shall include: the number of families that participated as well as the identified community partners. A sample copy of the survey and a summary of the results shall be available for review. The administrator shall be able to explain the process used to conduct the surveys and how the results were used for continuous program improvement. | | | | |  | | | | | | |
| **Sub-Domain: Staff Management** | | | | | | | | | | | | |
|  |  | | | | | **Professional Development Plan** | | | | | | |
| **Program Standard** | **Requirements** | | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| Administrators, lead teachers and assistant teachers have annual professional development plans.(page 8) | A professional development plan is a written individualized plan used to document the on-going training and professional development needs of staff. The professional development plan shall be completed within 30 days of hire and updated at least annually. It shall include the staff member’s name, date of hire, position, staff signature, date of completion/update, and on-going training and professional development needs related to meeting the performance goals indicated on the professional development plan. The program shall submit a copy of the professional development plan and a written description of the process used to complete plans for administrators, lead teachers and assistant teachers. Annual report: The program shall submit documentation verifying that all of the professional development plans have been updated annually. (page 8) | | | | | **Professional  development  plan:**  A  written  statement  of  the  goals,  action  steps  and  outcomes  for  advancing  a  staff  member’s  learning.  **Goal:**  A  desired  outcome.  **Action  Step:**  A  measurable  task  that  leads  to  an  associated  goal.  (page 19) | | | Employees  should  be  involved  in  creating  their  own  professional  development  plans.  Use  formal  observations,  classroom  self-assessments,  program  assessments,  and  a  consideration  of  the  individual  teacher’s  interests  and  needs  when  creating  a  plan.  Professional  development  can  be  more  than  attending  a  training.  It  can  include  job  shadowing,  visiting  programs,  joining  a  professional  organization  and/or  obtaining  additional  education.  Consider  including  trainings  outside  the  individual’s  specialization  area  if  that  might  be  helpful.  For  example,  a  training  about  preschool  transitions  may  be  helpful  for  a  toddler  teacher  who  has  children  approaching  preschool  age.  A  goal  must  be  more  speciﬁc  than  the  general  SUTQ  requirements.  For  example,  a  goal  that  states  “complete  the  two  required  courses  and  obtain  an  additional  15  hours  of  professional  development  during  the  biennium”  would  not  be  accepted.  Use  professional  development  plans  as  working  documents  that  can  be  updated/adjusted  at  any  time.  Revisit  the  professional  development  plan  if  the  individual’s  role  has  changed.  Use  sample  form  JFS  01587  “Professional  Development  Plan”  to  meet  the  requirements. (page 19) | Q: What  if  no  training  meets my  goal/  age  group/specialization?  A:  Staff  should  plan  far  enough  in  advance  to  have  a  better  chance  at  ﬁnding  professional  development  opportunities  that  are  applicable  to  their  work  and  goals.  Q: Do  the  professional  development  plans  need  to  address  all  20  hours  required  by  SUTQ?  A:   Yes,  but  they  also  may  include  other  professional  development  opportunities  that  beneﬁt  the  individual  program.  Q: Can  ODE  programs  use  the  OTES  to  meet  professional  development  plan  requirements?  A:   A  growth  plan  can  be  used  as  a  professional  development  plan  if  it  includes  details  about  planned  professional  development.  However,  growth  plans  typically  include  only  goals  set  as  a  result  of  the  self-assessment.  This  would  not  be  accepted.  Q: Do  ﬂoaters,  paraprofessionals,  part-  time  aides  or  individual  aides  need  professional  development  plans?  A:;  No,  unless  they  are  used  in  a  lead  or  assistant  teacher  capacity  for  more  than  90  consecutive  days. (page 19) | | |
| |  |  | | --- | --- | | **Program Standards** | **Program Guide** | | | | | | | | | | | | | |
| **Domain: Staff Qualifications and Professional Development (Max 16 points)** | | | | | | | | | | | | |
| **Sub-Domain: Staff Education** | | | | | | | | | | | | |
|  |  | | | | | **Staff Education (All Ratings)** | | | | | | |
| **Program Standard** | **Requirements** | | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| The administrator has an associate’s degree (AA) or higher in Early Childhood Education (ECE) or an approved related field for ECE teachers or school-age teachers, or Career Pathways Level (CPL) 3. Fifty percent of lead teachers have an AA appropriate to the age groups noted below or a CPL 3  Early Childhood Teachers – An AA in ECE or an approved related field. (page 9) | [The CDA shall be current. www.cdacouncil.org All administrators, lead and assistant teachers shall create a profile in the Ohio Professional Registry (OPR) within 30 days of beginning employment. Individuals shall submit their education to the OPR for verification, following the OPR’s established policies and procedures. https://www.occrra.org/opr Documentation will not be considered complete until it has been verified by the OPR.](http://www.cdacouncil.org/) (page 9) | | | | | **Child  Development Associate**  **Credential  (CDA):**  The  Council  for  Professional  Recognition  issues  this  nationally  recognized  credential  based  on  a  core  set  of  competency  standards  to  guide  early  care  and  education  professionals  toward  becoming  qualiﬁed  teachers  of  young  children.  **Early  Childhood  Education  (ECE):**  A  ﬁeld  of  study  that  includes  both  early  childhood  and  elementary  education.  ECE  degree  programs  at  accredited  institutions  of  higher  learning  include  Early  Childhood  Education,  Human  Ecology,  Child  Development,  Family  Studies,  Child  and  Family  Community  Studies,  Human  Development,  and  Elementary  Education  with  four  courses  in  child  development  or  ECE.  **Minimum  Instruction Time:**  The  deﬁnition  for  minimum  instruction  time  can  be  found  in  the  appendices  to  OAC  rule  5101:2-  17-01.  **SUTQ  Professional:**  A  lead  or  assistant  teacher,  administrator,  or  family  child  care  home  provider.  **Career  Pathways  Level  (CPL):**  A  measure  of  an  individual’s  formal  education,  credentials,  certiﬁcates,  experiences  and  ongoing  professional  development,  based  on  data  entered  into  the  Ohio (page 21) Professional  Registry. | | | Encourage  staff  to  seek  higher  levels  of  education.  When  applying  for  SUTQ  star  ratings,  use  CPLs  for  staff  without  ECE  degrees.  For  more  information,  contact  the  Ohio  Resource  and  Referral  Association.  When  replacing  staff,  make  sure  the  education  levels  of  the  new  staff  are  the  same  or  higher  than  the  education  levels  of  the  former  staff. (page 21) | Q: If  a  staff  person  who  is  used  to  meet  SUTQ  staff  education  requirements  leaves  my  program,  do  I  have  to  report  it  to  ODJFS/  ODE?  A:   No.  However,  the  education  level  of  staff  must  be  maintained  to  remain  qualiﬁed  for  the  star  level  awarded.  A:   Please  note:  Programs  are  required  to  report  administrator  changes  to  meet  licensing  requirements.  Q” What  happens  if  I  lose  a  staff  member  during  the  veriﬁcation  process?  A:   A  45-day  deferral  will  be  awarded  so  you  can  replace  qualiﬁed  staff  needed  for  the  rating.  Q: How  does  SUTQ  deﬁne  “long-term  substitute  teacher”?  A:   If  substituting  for  longer  than  90  days,  then  the  person  is  considered  a  long-term  substitute.(page 21) | | |
| School-Age Teachers – an AA in an approved related field. The lead teacher shall meet the 3 ½ hour minimum instruction time daily, not including nap or rest, for more than half of the days in operation each week. The assistant teacher or co-lead teacher shall meet this requirement on the other days. The minimum instruction requirement shall not be shared by more than two regularly assigned lead, co-lead, or assistant teachers. If the program is in operation fewer 3 ½ hours, the lead teacher shall be in attendance the entire time the program is in operation. School-age programs shall have a lead teacher for either the before or after school sessions and for the entire duration of that session on school days. School- age programs shall follow the same as other programs during the summer.(page 10) | Approved related fields for early childhood teachers: ECE, Child Development, Family Studies, Human Ecology, Human Development, Child and Family Community Studies, Elementary Education with four courses in Child Development or Early Childhood Education from an accredited institution of higher education. Additionally, related child development fields including Psychology, and Recreation Management may be approved if 12 semester or 18 quarter hours of child development coursework with a grade of C or better, is completed. Approved related fields for school-age teachers: Related fields may be Elementary, Middle or Secondary Education, or Physical Education from an accredited institution of higher education. Additionally, related child development fields including Psychology, and Recreation Management may be approved if 12 semester or 18 quarter hours of child development coursework, with a grade of C or better, is completed. All administrators named on the program’s license shall meet the educational requirements for the desired rating. If multiple administrators are named on the program’s license, the program standard will be assessed for the administrator with the lowest verified education qualifications. Annual report: The program shall submit the OPR documentation for verification of the education qualifications. (page 10) | | | | |  | | |  |  | | |
| Administrators:  \*\* Master’s degree in ECE or approved related field or bachelor’s degree (BA) with CPL 5, or a BA in ECE with an Administrator Credential Level (ACL) 3 (5 points); or \*\* BA in ECE or related field with an administrator license, (4 points); or \*\* BA in ECE or approved related field, or CPL4, or AA in ECE or approved related field with a CPL 3 (3 points) \*\* Associate’s degree in ECE or approved related field with an CPL 3 (2 points) (page 10) | [The CDA shall be current. www.cdacouncil.org Programs can earn additional points for the education qualifications of the administrator(s), lead teachers, and assistant teachers. The program can only earn one of the designated points values within each of the three categories. All administrators named on the program’s license shall meet the educational requirements for the desired rating. If there are multiple administrators named on the program’s license, the points obtained will be assessed for the administrator with the lowest verified education qualifications. Annual report: The program shall submit to the OPR documentation for verification of the education qualifications.](http://www.cdacouncil.org/)  (page 10) | | | | |  | | |  |  | | |
| Lead Teachers: \*\* 100 percent have a BA in ECE or approved related field or a CPL 4 (5 points); or \*\* 50 percent have a BA in ECE or approved related field or a CPL 4, and the other 50 percent have a minimum of an AA appropriate to the age groups noted in Step 3 or a CPL 3 (4 points); or \*\* 100 percent have an AA appropriate to the age groups noted in Step 3 or a CPL 3 (3 points) Assistant Teachers \*\* 100 percent have a CDA or CPL 2 (4 points); or \*\* 50 percent have an AA in ECE (or related field for school-age teachers) (3points); or \*\* 75 percent have a CDA or CPL 2 (2 points); or \*\* 50 percent have a CDA or CPL 2 (1 point) (page 11) |  | | | | |  | | |  |  | | |
| **Sub-Domain: Professional Development** | | | | | | | | | | | | |
|  | |  | | | | **Professional Development (All Ratings)** | | | | | | |
| **Program Standards** | | **Requirements** | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| Administrators, lead teachers and assistant teachers achieve and maintain the Step Up To Quality Professional Development Certificate, including completing at least 20 clock hours of approved specialized training each biennium. Individuals who are currently enrolled in a degree- granting program in early childhood or related field can use coursework to fulfill the biannual training requirement. (page 11) | | Early childhood coursework  from an accredited institution of  higher education can be used to fulfill the specialized training requirement. Individuals  enrolled in a post-secondary degree  in early childhood or a related field  may also use  general coursework to meet  the training requirements.  The college coursework shall be successfully completed (with a grade  of C or better or a passing grade  from a pass/fail course). One  semester hour of college coursework  is equivalent to 15 clock hours,  and one quarter  hour of college coursework is  equivalent to 10 clock hours.  College coursework will only be  verified using a copy of an  official transcript or grade card.  (page 11) | | | | **Ohio  Professional  Registry**  **(OPR):**  A  centralized  information  system  for  early  childhood  and  after-school  professionals.  **Biennium:**  A  speciﬁed  two-year  period.  **Professional  Development**  **(PD)  Certiﬁcate:**  A  certiﬁcation  that  must  be  obtained  by  all  administrators,  lead  teachers,  assistant  teachers  and  family  child  care  home  providers  each  biennium,  after  completing  20  hours  of  qualifying  professional  development.  This  must   include  the  following  courses:  •  Ohio’s  Overview  of  Child  Development:  This  three-hour  course  explores  the  basics  of  child  development  and  explains  how  to  use  that  knowledge   to  provide  quality  care  for  children.  •  Ohio’s  Approach  to  Quality:  This  two-hour  course   explores  the  basics  of  SUTQ  and  what  it  means  for  classroom  staff   and administrators.  Participants  gain a  better   understanding   of  the purpose  behind  SUTQ   and  how  their  actions  affect  the   quality  of care.  **Ohio Approved:**  Signiﬁes  acceptance  by  SUTQ,  the  ODE  Ofﬁce  of  Early  Learning  and  School  Readiness,  and  the  Ohio  Department  of  Health’s  Help  Me  Grow  program.  **College  coursework:**  Individuals  pursuing  post-secondary  degrees  in  early  childhood  education  or  related  ﬁelds  may  use  college  coursework  to  meet  the  PD  requirement  if  they  obtain  a  grade  of  C  or  better  or  passing  if  they  take  the  course  pass/fail.  Approved  related  ﬁelds  may  be  found  in  the  appendices  to  OAC  rule  5101:2-17-01.  Transcripts  or  grade  cards  must  be  submitted  to  the  OPR  for  veriﬁcation.  **Clock  hour:**  60  minutes (page 23) | | | As  part  of  the  hiring  process,  request  information  about  the  status  of  a  candidate’s  PD  certiﬁcate.  Ask  candidates  to  bring  a  printed  copy  of  their  OPR  proﬁle  to  their  interview.  Schedule  PD  early  in  the  biennium  to  allow  time  to  reschedule  courses  due  to  unforeseen  circumstances.  If  a  staff  member  has  planned  leave,  ensure  that  PD  is  completed  prior  to  the  leave  period,  if  possible.  Encourage  staff  to  complete  10  hours  of  PD  each  year.  Take  PD  courses  that  meet  both  SUTQ  and  licensing  requirements.  If  an  individual  is  taking  CDA  courses,  Ohio  Approved  courses  may  count  toward  their  PD  requirement.  Administrators  can  allow  staff  members  to  choose  their  PD  but  should  ensure  that  it  applies  to  their  position.  Include  staff  in  the  planning  and  execution  of  their  PD.  Staff  should  manage  their  own  proﬁles  in  the  OPR.  Use  sample  form  JFS  01587  “Professional  Development  Plan”  to  meet  the  requirements.  All  PD  hours  used  to  earn  extra  SUTQ  points  must  be  obtained  prior  to  the  registration  date.  (4  and  5  stars) (page 23) | Q: Are  staff  members  on  leave    Required to  complete  professional  Development during  that  time?  A:   Each  individual  serving  in  a  role  that  requires  SUTQ  professional  development  who  is  employed   at  the  beginning  and  end  of  the   biennium are  required  to  obtain  a  professional development  certiﬁcate  regardless  of attendance  or   work  schedules.  Q: What  if  I  hire  someone   from  another program  during   the  biennium?  A:   If  the  individual  previously  Worked for  a  rated  program  in   a  role  that  required  professional  development,  they  must  obtain  the  complete  PD certiﬁcate  in  the  required  timeframe.  Q: What  if  I  hire  someone   from  a  non-rated program  during  the  biennium?  A:  The  individual  should  follow   the  pro-ration  chart  in  the  appendix  to  OAC  rule  5101:2-17-01  for  the  quarter  in which  they  were  hired.  Q: If  there  are  additional  staff  in  a  room, what  are  their  requirements?  A:   There  are  no  requirements  for  professional  development  for  staff  who  are  not  serving  in  a  role   that  is identiﬁed  in  the  appendices  to  OAC  rule  5101:2-17-01.  Q: What  are  the  PD  requirements  for  an initial  registration?  A:  There  are  no  requirements  for  professional  development  hours   prior to  submitting   a  registration.  Q: How  does  SUTQ  deﬁne   “long-term substitute  teacher”?  A:   If  substituting  for  longer  than  90  days,  then  the  person  is  considered  a long-term  substitute.  Q: For  ODE  programs,  do  courses  identiﬁed  in  my  Individualized  Development  Professional  Plan  (IPDP)  count  toward  the  PD  certiﬁcate?  A:   Yes.  Trainings  that  are  on   the  IPDP and  that  are  approved  by  the   Local Professional  Development   Committee can  be  accepted  for  SUTQ  as  long as  they   relate  to  early  childhood. (page 23) | | |
| 100 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development each biennium (3 points); or  100 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development each biennium (2 points); or 50 percent of administrators and lead and assistant teachers have obtained 30 or more hours of approved professional development each biennium (2 points); or 50 percent of administrators and lead and assistant teachers have obtained 25 or more hours of approved professional development each biennium . (1 point) (page 12) | |  | | | |  | | |  |  | | |
| All newly hired staff are required to complete Ohio's Approach to Quality and Ohio's Overview of Child Development within 30 days of being hired. The hours accumulated for these two courses will count as professional development hours.  Any post-secondary child development course completed (with a grade of C or better or a passing grade from a pass/fail course) within the previous six years will count toward the Ohio's Overview of Child Development regardless of degree. Documentation of the course shall be submitted to the OPR no later than sixty days prior to the end of the biennium. (page 12) | | | | | |  | | |  |  | | |
| **Year One (page 12 – 13)** | | | | | | **Year 2 (page 12 – 13)** | | | | | | |
| Quarter | | Quarter One (July 1st – December 31st ) | | | | Quarter Two (January 1st – June 30th) | | | Quarter Three (July 1st – December 31st ) | Quarter Four (January 1st- June 30th) | | |
| Required for All | | Staff employed within quarter one are required to complete the full 20 credit hours by the completion of year two. | | | | Staff employed within quarter two are required to complete 15 of 20 credit hours by the completion of year two. | | | Staff employed within quarter three are required to complete 10 of 20 credit hours by the completion of year two. | Staff employed within quarter four are required to complete 5 or 20 credit hours by the completion of year two\*. | | |
| Staff Counting Toward 25 Plus Hours | | Staff employed within quarter one are required to complete the full 25 credit hours by the completion of year two. | | | | Staff employed within quarter two are required to complete 20 of 25 credit hours by the completion of year two. | | | Staff employed within quarter three are required to complete 15 of 25 credit hours by the completion of year two. | Staff employed within quarter four are required to complete 10 of 25 credit hours by the completion of year two. | | |
| Staff Counting Toward 30 Plus Hours | | Staff employed within quarter one are required to complete the full 30 credit hours by the completion of year two. | | | | Staff employed within quarter two are required to complete 25 of 30 credit hours by the completion of year two. | | | Staff employed within quarter three are required to complete 20 of 30 credit hours by the completion of year two. | Staff employed within quarter four are required to complete 15 of 30 credit hours by the completion of year two. | | |
| \*Exceptions: Staff employed within the month of June, quarter four, are not required to begin their certificate hours (except for the required classes) and will begin the full 20 certificate hours July 1, quarter one of the next biennium.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **Ohio Professional Registry (All Ratings)** | | | | **Program Standards** | **Requirements** | **Key Terms** | **Tips** | **FAQ** | |  |  | **Ohio  Professional  Registry  (OPR):**  A  centralized  information  system  for  early  childhood  and  after-school  professionals.  **Organization  Dashboard:**  Part  of  the  OPR;  contains  information  related  to  a  child  care  program,  including  current  and  past  employees,  upcoming  trainings,  and  current  enrollment.  **Professional  Registry  Proﬁle:**  A  proﬁle  That must  be  completed  through  the  OPR  for all  lead  and  assistant   teachers,  including  administrator(s)  and  family  child  care  home  providers.  Registry   Proﬁles  must  be  completed  prior  to  applying   for  a  SUTQ rating.  **Career  Pathways  Level  (CPL):**  A  measure  of  an  individual’s  education,  credentials,  certiﬁcates,  experiences  and  ongoing  professional  development;  the  OPR  calculates  CPLs  based  on   entered  data.  **Administrator  Credential  Level  (ACL):**  A credential  awarded  through   the  OPR  after  completion  of  the  Administrator  Core Knowledge  and  Competencies  Training  Series.  Three  ACLs  are  available.  **Exemption—Child  Development:**  Signiﬁes  that  an  individual  is  not  required  to  complete  a  particular  course  because  he or  she  completed  a  post-secondary  course  in  child  development  within  the  past  six years  and  received   a  grade  of  C  or  higher  or  a  passing  grade  if  the  course   was  taken pass/fail.  **Dual  Role:**  An  administrator  or  teacher who  serves  in  two  different  capacities  at  a  program.  For  example,  an  individual  may  be  the  lead  teacher  and  the  administrator,  or  they  may  be  the  lead  teacher  for  two part-time  sessions.  One  person  may  not  serve  dual  roles  at  two  different  programs.  **College Transcripts:**  Ofﬁcial  record    Of completed  coursework.   Transcripts  or  a  grade  card  are  the  only   acceptable  forms  of  veriﬁcation  for  the  completion  of  college  coursework. (page 22) | Staff  should  manage  their  own  proﬁles  in  the  OPR.  Staff  should  submit  their  training  documentation  directly  to  the  OPR.  Staff  concerned  about  the  veriﬁcation  timeline  should  contact  the  OPR  directly.  Administrators  should  create  a  system  to  regularly  manage  their  program’s  dashboard  in  the  OPR. (page 22) | Q: Who  do  I  contact  for  assistance  with  the  OPR?  A:   Contact  the  Ohio  Child  Care  Resource  and  Referral  Association  at  (614)  396-  5959  or[support@occrra.org](mailto:support@occrra.org). (page 22) | | | | | | | | | | | | | |
| |  |  | | --- | --- | | **Program Standards** | **Program Guide** | | | | | | | | | | | | | |
| **Domain: Family and Community Partnerships (Max 8 points)** | | | | | | | | | | | | |
| **Sub-Domain: Transitions** | | | | | | | | | | | | |
|  | |  | | | | **Childs Records Transferred (2 STAR and Above)** | | | | | | |
| **Program Standards** | | **Requirements** | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| The program provides written information to families on transitioning children into, within, and out of the program.  (page 14) | | The program shall submit copies of written information given to families on transitioning children into, within, and out of the program.  **(page 14)** | | | | **Child’s  Records:**  All  documentation  maintained  by  the   program  related  to  the  child’s  education  and  development.  This  does   not  include  attendance  or  payment  records. (page 25) | | | Ensure  that  written  parent  consent  has  been  provided  prior  to  transferring  child  records  to  another  program.  Store  records  alphabetically  by  child  so  documents  are  easy  to  ﬁnd  when  needed.  Written  consent  is  not  required  to  transfer  a  child’s  ﬁle  within  the  same  agency  or  program.  Organize  each  child’s  records  chronologically  to  show  progression.  Offer  to  communicate  with  the  new  program  if  the  family  desires  assistance  with  the  child’s  transition. (page 25) | Q: Can  my  program  have    a  policy  that we  do  not  transfer   ﬁles  to  another program?  A:  Yes,  but  you  will  not  be  able  to  receive  a  2-star  or  higher  rating.  Q: How  long  is  the  program  required  to  maintain  ﬁles  after  a  child  has  left?  A:   There  is  no  rule  requirement  for  maintaining  SUTQ  documents  after  the  child  has  left  the  program,  but  programs  must  be  able  to  show  that  they  have  met  licensing  requirements.  Best  practice  is  to  maintain  ﬁles  for  at  least  a  year  after  a  child  leaves  the  program. (page 25) | | |
|  | |  | | | | **Transition Plan (All Ratings)** | | | | | | |
| **Program Standards** | | **Requirement** | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| The program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. (page 14) | | The program shall submit and maintain documentation which describes age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. The documentation shall include the age group in which the activities were conducted and the purpose of the activity. Lead teachers shall be able to describe the age appropriate activities used to help children prepare for transitions.(page 14) | | | | **Transition:**  A  child  moving  from  one  group  or  room  to  another  or  to a  new  educational  setting.  **Transition  plan:**  A  document  That outlines  what  steps  will   Betaken to  prepare  a  child  and  family  for  a  new  group  or  setting. (page 26) | | | Provide  clear  communication  through  the  program’s  parent  handbook  on  how  and  when  transitions  occur  and  how  best  to  support  the  child.  Provide  families  with  activities  to  help  their  children  transition  successfully.  This  will  not  only  help  the  child,  but  also  strengthen  the  family’s  connection  to  the  program  and  increase  their  involvement  in  their  child’s  learning.  Be  ﬂexible  with  the  transition  plan,  based  on  the  child’s  needs.  Staff  should  observe  how  well  the  child  is  adapting  and  modify  the  transition  plan  with  input  from  the  family,  if  necessary.  Communicate  with  families  and  staff  prior  to  the  transition  and  schedule  a  meeting  or  tour  of  the  new  classroom,  with  teachers  present  if  possible.  Provide  the  schedule  and  classroom  activities  to  the  family  prior  to  the  transition. (page 26) | Q: Can  my  transition  plan   be  the  same for  all  children?  (3  star  and  above)  A:   No.  The  base  plan  may  be  the  same,  but  it  should  be  individualized  based  on  each  child’s  needs,  temperaments  and  personality.  It  should  also  take  parent  preferences  into  consideration.  Q: How  do  I  transition  children   that  do not  give  notice  prior  to  leaving  the program?  A:   If  a  child  leaves  the  program  without  notice,  the  program  is  not  expected  to  provide  a  transition  out  of  the  program.  Q: Do  transitions  apply  to  family  child  care  settings?  A:   Yes.  Transitions  into  and  out  of  the  program  apply  to  all  settings.  Transitions  within  a  program  apply  to  family  child  care  only  when  the  program  has  more  than  one  group  within  the  program.  Q: How  do  transitions  apply  to   school-age  children?  A:   Transitions  for  school-age  children  are  required  in  the  same  manner  as  all  other  children.  Q: How  do  transitions  apply  to  programs  that  close  for  the  summer?  A:   Programs  that  do  not  operate  all  year  should  have  a  transition  plan  each  year  for  children  who  are  not  planning  to  return  the  following  year.  If  children  do  not  transition  between  groups  during  the  year,  there  would  be  no  transition  during  the  year. (page 26) | | |
| The program transfers any child’s records to the new setting at the family’s request and with the family’s written consent.(page 14) | | The program shall have a written policy explaining the procedure for obtaining family consent. The program shall submit and have available for review, completed copies of the document used to obtain written family consent or a sample if no completed copies are available. The written consent shall include the child’s name, the name of the new setting that the records will be released to, a statement indicating the family would like the records released, the parent/guardian signature, and the date of signature. (page 14) | | | |  | | |  |  | | |
| Lead teachers meet with families to develop an individualized transition plan that supports a child’s transition to another classroom or educational setting. (page 14) | | The program shall submit a plan that includes the name of the staff member completing the plan, the child’s name, the parent/guardian signature and date of development, and opportunities for family input. (page 14) | | | |  | | |  |  | | |
| The program has written transition policies and procedures that include strategies for supporting transitions into, within, and out of the program for both children and families. (2 points) (page 14) | | The program shall submit and have on file for review the written transition policies and procedures. The strategies for supporting transitions into, within, and out of the program shall be clearly described for both children and families and include strategies that are developmentally appropriate for the age group. (page 14) | | | |  | | |  |  | | |
| **Sub-Domain: Communication and Engagement** | | | | | | | | | | | | |
|  | |  | | | | **Communication** | | | | | | |
| **Program Standard** | | **Requirement** | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| The program obtains information about the family structure and routines that is important to the child’s development.  (page 15) | | The program shall submit the form used to collect family information. This information shall be on file for all children enrolled at the program.  (page 15) | | | | **Two-way  communication:**  When  both  the  program  and  family  share information. (page 27) | | | Family  Information  Form  •  Obtain  a  completed  family  information  form  for  each  enrolled  child.  The  form  should  include  the  family  structure  and  routines  that  are  important  to  the  child.  •  For  programs  that  operate  all  year,  select  one  date  each  year  when  family  information  forms  are  updated.  Each  family  should  update  forms  at  this  time  to  ensure  that  no  child  goes  more  than  a  year  without  an  update.  •  Programs  that  do  not  operate  during  the  summer  can  have  all  families  complete  a  new  family  information  form  each  year  at  the  time  of  enrollment.  •  Use  sample  form  JFS  01511  “Family  Information  Form”  to  meet  the  requirements.  Communication  Methods  (2  star  and  above)  •  Give  families  information  about  resources  and  community  services  in  the  program’s  parent  handbook,  on  its  Facebook  page  and  on  the  program  website.  Please  note:  You  must  have  written  parent  permission  before  posting  photos  of  children  or  information  about  them.  •  Inform  families  about  all  the  ways  communication  is  distributed  so  they  can  identify  the  best  way  to  exchange  communication.  •  Programs  may  meet  this  requirement  with  parent-  teacher  conferences,  electronic  notiﬁcation  systems  or  daily  information  sheets.  At  least  one  of  these  methods  must  promote  two-way  communication. (page 27) | Q: What  if  a  program  offers  parent-  teacher  conferences  as  a  two-  way  communication  and  parents  decline?  A:   The  program  would  meet  the  requirement  by  offering  the  conferences.  The  program  may  wish  to  obtain  a  parent’s  signature  when  families  decline (page 27) | | |
| The program provides information regarding resources and community services to families.  (page 15) | | The program shall submit sample copies of information provided to families regarding the resources and community services that are available to them to support the family and the development of their children.  (page 15) | | | |  | | |  |  | | |
| The program communicates with families using different modes of communication; and at least one mode promotes two-way communication.  (page 15) | | Administrators and teachers shall be able to describe the modes of communication used with families.  (page 15) | | | |  | | |  |  | | |
|  | |  | | | | **Child Educational and Developmental Goals (3 STAR and Above)** | | | | | | |
| **Program Standards** | | **Requirements** | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| The program provides families information on topics addressing health and child development annually that are appropriate to all age groups served at the program. | | The program shall submit dated copies of the health and child development information provided to families. | | | | **Developmentally Appropriate**  **Practice  (DAP):**  “An  approach  to  teaching  grounded  in  research  on  how  young  children  develop  and  learn  and  in  what  is  known  about  effective  early  education.”  (National  Association  for  the  Education  of  Young  Children) (page 28) | | | Use  sample  form  JFS  01514  “Developmental  and  Educational  Goals  Form”  to  meet  the  requirements.  All  children  enrolled  must  have  developmental  goals.  If  child-  related  goals  are  included  in  an  IEP  or  IFSP,  they  may  be  used  to  meet  this  standard.  Meet  with  the  family  multiple  times  throughout  the  year  to  review  any  family  changes  and  eucational  goals.  If  the  program  serves  only  school-  age  children,  it  must  submit  a  statement  that  these  requirements  do  not  apply. (page 28) | When  is  it  best  to  complete  the  goals  with  the  parents?  •  Goals  should  be  completed  after  the  ﬁrst  developmental  screening  so  that  the  results  may  be  used  to  create  the  goals.  How  many  goals  should  be  created?  •  At  least  two.  Is  this  something  that  should  be  created  for  all  children?  •  Yes.  All  children  enrolled  must  have  developmental  goals.  If  child-related  goals  are  included  in  an  IEP  or  IFSP,  they  may  be  used  to  meet  this  standard. (page 28) | | |
|  | |  | | | | **Health Screening (2STAR and Above)** | | | | | | |
| **Program Standards** | | **Requirements** | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| The program has written policies and procedures to ensure that children have received comprehensive health screenings or families have been provided information on the importance of health screenings and resources to obtain them. (page 15) | | The program shall submit a written description of their health screening policy which includes how the program will ensure that children have received comprehensive health screenings and referrals to community resources. The policy shall also include a referral process to community resources for those children who have not received a health screening. Comprehensive health screenings include: vision, dental health, height, weight, hearing and blood lead and hemoglobin levels. The program shall submit written information available to families regarding the importance of the health screenings and resources that are available to them in order to obtain the screenings. If the program only serves school-age children a statement shall be submitted explaining that these requirements do not apply.  (page 15) | | | | **Health  Screening:**  A  medical  evaluation  to  identify  potential  health  issues.  **Comprehensive  Health  Screening:**  A  medical  evaluation  that  includes  checks  of  blood  lead  and  hemoglobin  levels,  as  well  as  vision,  dental,  height,  weight  and  hearing. (page28) | | | If  a  program  chooses  to  provide  health  screenings,  they  should  be  completed  at  the  time  of  enrollment.  If  a  program  chooses  not  to   provide  health  screenings,  it  may  wish  to  give  families  a  list  of  community  resources  that  provide  them.  Give  families  a  list  of  websites   That have  comprehensive,  reliable   Health information,  such  as  **cdc.gov**  or **KidsHealth.org**.  Work  with  local  organizations  to  offer  health  screenings  at  the  program.  Partner  with  an  organization  to  host  a  health  fair. (page 28) | Q: Does  the  program  have  to  offer  to  do  the  screenings?  A:   No.  The  program  is  required  only  to  provide  information  and  resources.  Q: Does  the  program  have  to  make  the  families  complete  health  screenings?  A:   No.  The  program  is  not  required  to  track  screenings  that  were  completed.  Q: Will  my  rating  be  impacted  if  a  family  doesn’t  complete  the  medical  screening?  A:   No.  The  program  is  responsible  only  for  providing  information,  not  for  whether  families  choose  to  participate. (page 28) | | |
| The program and parents work collaboratively to create annual written, developmental and educational goals for children.  (page 16) | | The written goals shall include the name of the child, developmental and/or educational goals, the parent/guardian signature and date of completion. The written documentation shall clearly identify the family’s opportunity to develop the goals. The goals shall be updated annually.  (page 16) | | | |  | | |  |  | | |
|  | |  | | | | **Community Engagement/Parent Resources (All Ratings)** | | | | | | |
| **Program Standards** | | **Requirements** | | | | **Key Terms** | | | **Tips** | **FAQ** | | |
| The program has written documentation of formal and/or informal agreements with community partners and other family-serving agencies, programs and entities. (3 points)  (page 16) | | The program shall submit documentation of formal and/or informal agreements which shall include the name of the community partner of other family-serving agencies, programs or entities with whom the program has an agreement, the name of a contact person within the agency, program or entity, and the nature of the agreement and how it supports the program and/or families and children enrolled in the program.  (page 16) | | | | **Family  Engagement**  **Model:**  A  planned, ongoing  Partnership between  families  and  programs.  **Educational Training:**  An  event  organized  by  a  program  to teach  families  about children’s  learning  and  development.  **Community**  **Resource:**  Any  organization  or service  available    to support  families  and/  or  children.  **Community**  **Partner:**  A  local,  state,  national, international,  public,community-based,  public  or  private organization   that works  with  the  program. (page 29) | | | Give  families information  about  “211,”  a  free, conﬁdential  phone  number  that  can connect  them  to  local  health  and human  services  24  hours  a  day, seven  days  a  week.  Families  can  call the  number  for  referrals  to  local  food pantries,  employment and  training  services,  support  groups, resources  for  aging  parents,  addiction services,  or  many  other  services.  Make  sure  all engagement/  educational  activities address  all  age  groups.  (2  star  and above)  Host  a  celebration that  involves  community  members and  families  to  showcase accomplishments.  (2  star  and  above)  Research  topics  and presenters  that  may interest  families  or  meet  a  program need.  (3  star  and  above)  Use  sample  form  JFS  01515  “Community  Partner  Agreement”  to  meet  the requirements.  (4  and  5  star) (page 29) | Q” What  kind  of  resources  should  be  provided  to  families?  A:   Any  resources  that  are  available   and  that  may  beneﬁt  families.  Examples  may  include  physicians,   food  pantries,  public  service  agencies,  parent  education  classes,    GED  courses,  etc.  Q: How  many  people  have  to  attend  to  get  credit?  (2  star  and  above)  A:   At  least  one  family  must  attend   an  event  to  receive  credit.  Q: Can  Positive  Behavioral  nterventions  and  Supports  (PBIS)  activity  or  educational workshop?   (3  star  and  above)  A:   Yes,  PBIS  is  considered  an  educational   workshop.  Q: How  many  community  partners  must  the  program  have  on  ﬁle?  (4  and  5  star)  A:   At  least  two.  Q: What  should  my  family  engagement model  include?  (4  and   5  star)  A:   The  role  of  the  program—for  example,  to  model  positive  adult-  child  interactions.  A:   The  model’s  goals—for  example,  to  strengthen  parenting  skills.  A:   The  model’s  planning  strategies—for  example,  setting  goals  for  family  interactions  for  the  next  year.  A:  The  program’s  administrative   practices—for  example,  how  it  communicates  and  interacts  with    families.  A:   Professional  development  the   program  offers—for  example,  trainings  that  educate  staff  about  interacting  and  communicating  with  families.  Q: What  questions  should  I  consider    when  developing  a  family  engagement  model?  (4  and  5  star)  A:   What  is  the  program’s  philosophy,  particularly  when  it  comes  to  engaging  and  supporting  families?  Does  that  philosophy  take  into   consideration  families’  diverse  structures  and  cultures?  A:   What  process  or  strategies  does   the  program  use  to  facilitate  relationships  with  and  within   families,  support  the  strengthening  of  parenting  skills,  value  the  role   of  families,  and  provide  connections  to  resources  for   families?  The  model  should  include  a  plan  for  engaging  families  over  time;  it  should  not  be  just  a  list  of  recent  activities  or  activities  planned  for  the  next  year.  Q:   How  does  the  program  develop  goals  for  family  engagement?  A:   What  type  of  planning,   administrative  and  professional  development  supports  does  the   program  use  to  make  sure  goals  are  implemented?  A:  How  does  the  program  measure    its  progress  toward  achieving  goals?  Are  the  goals  measurable?  What  observations  were  made  during  a  family  engagement  activity?  What  were  participants’  responses  to  the  activity?  Has  there  been  progress  over   time?  How  interested  are  families  in  engagement?  How  does  the  program  gather  feedback  from  parents  and  staff  on  family  engagement  activities? (page 29) | | |
| The program uses a formal model or process to enhance family engagement strategies. (2 points) | | The program shall submit and provide written documentation which describes the family engagement model or process used at the program. The model or process shall: Facilitate relationship building with families Support families in developing or strengthening parentings skills Value the family’s role in the child’s development Provide links for families to access resources | | | |  | | | | | | |
| The program has an organized and active parent volunteer group. (1 point) (page 16) | | The program shall submit and have on file the names of the individuals participating in the parent volunteer group, a description of meeting times/dates or activities they are involved in, and how the activities relate to the program. (page 16) | | | |  | | | | | | |
| **Program Standards – Optional Extra Points – Ratio/Group Size & Accreditation** | | | | | | | | | | | | |
| Optional Extra Points:  Infants Birth to 18 months 1:4/2:8/3:10 (3 points): Birth to 12 months 1:4/2:10 and 12 to 18 months 1:5/2:10 (2 points) This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. Mixed age, 0 to 36 months, will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group. | | | | | | | | The programs can only earn one of the point values per age category when ratios for all groups in that age category are maintained. Annual report: The program does not need to submit any documentation. | | | | |
| Optional Extra Points: Toddlers 18 to 30 months 1:5/2:10 and 30 to 36 months 1:6/2:12 (3 points); or  18 to 30 months 1:6/2:12 and 30 to 36 months 1:7/2:14 (2 points) This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. Mixed age 18 to 36 months, will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group. | | | | | | | |  | | | | |
| Optional Extra Points:  Preschool 36 to <48 months 1:10/2:20 and 48 months to < school-age 1:12/2:24 (2 points); or  36 to <48 months 1:11/2:22 and 48 months to < school-age 1:13/2:26 (1 point) This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. Mixed age, 36 months to school-age will be assessed following the ratio of the youngest child in the group. If the youngest age group meets the criteria for extra points, extra points will be awarded for all age groups represented in the group. | | | | | | | |  | | | | |
| Optional Extra Points:  School-age K to age 14 1:15 (2 points) ; or K to age 14 1:16 (1 points) This ratio shall be maintained 6:00 AM through 7:00 PM, excluding naptime. | | | | | | | |  | | | | |
| Optional Extra Points: Program is accredited from an approved accrediting body. (5 points) | | | | | | | | [All approved accrediting bodies are listed at: www.earlychildhoodohio.org. The program shall have and submit a current accreditation in order to obtain extra points. A maximum of five points can be achieved for this program standard, even if a program is accredited by more than one approved accrediting body. Annual report: The program shall submit current documentation of the accreditation.](http://www.earlychildhoodohio.org/) | | | | |
| **Guidance Document – SUTQ Required Program Goals** | | | | | | | | | | | | |
| **SUTQ Required Goals for Programs** | | | | | | | | | | | | |
| **Goals** | | | **Brief  Description** | | | | | | **Rating** | **Frequency** | | |
| Professional  Development  Plan | | | A  document  used  to  identify  professional  development  goals  for  administrators,  lead  and  assistant  teachers,  and  family  child  care  home  providers. | | | | | | 1  star  and  above | Annually | | |
| Continuous  Improvement  Plan | | | A  document  used  to  identify  goals  and  action  steps  for  the  program  based  on  the  program  self-  assessment. | | | | | | 2  star  and  above | Annually | | |
| Classroom  Goals | | | A  document  used  to  identify  goals  and  action  steps  based  on  the  classroom  self-  assessment. | | | | | | 3 star and above | Annually | | |
| Child  Educational  and  Developmental  Goals | | | | A  document  used  to  identify  goals  based  on  the  child’s  screening  results  and  informal  and  formal  assessments. | | | | | 3 star and above | Annually | | |
| **SUTQ Screenings and Assessments** | | | | | | | | | | | | |
| **SCREENING** | | | | | **Brief Description** | | **Rating** | | | | | **Frequency** |
| Comprehensive Developmental Screening | | | | | Evaluation of Child Development compared to Developmental norms. | | 1 star and above | | | | | Annually |
| Health Screening | | | | | Medical evaluation to identify potential health issues: written information must  be provided to families about health screenings offered at the program or in  the community. | | 2 star and above | | | | | Annually |
| **ASSESSMENT** | | | | | **Brief Description** | | **Rating** | | | | | **Frequency** |
| State-Required Assessmetn: Early Learning Assessment (ELA) | | | | | Formal child assessment required for preschool-age children | | 3 star and above | | | | | The required timeline can be found here. |
| Informal Assessment | | | | | An assessment in which program staff  and sometimes parents provide evidence of a child’s progress; may include pictures, work products or anecdotal notes. | | 3 star and above | | | | | Ongoing |
| Formal Assessment | | | | | An Assessment in which staff use the informal assessmetn materials to  complete a standardized assessment tool. | | 3 star and above | | | | | Determined by the publisher of the tool selected by the program |
| Ongoing Child Assessment | | | | | A continuous cycle of formal and informal child assessment. | | 3 star and above | | | | | Ongoing |
| Classroom Self-Assessment (For Family Child Care Home Providers, this is an Environment Self-Assessmetn) | | | | | An assessmetn of staff-child interactions and the program environment | | 2 star and above | | | | | Annually |
| Program Self-Assessment | | | | | An assessment of the program’s administrative practices. | | 1 star and above | | | | | Annually |

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| **DOCUMENT TO BE SUBMITTED WITH REGISTRATION**  **ONE STAR** |

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01508 Action Plan for Selecting a Curriculum | Prescribed |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** | None |
|  | Description of P Description of Professional Development Planning Process | None |
|  | Written Wage Structure | None |
|  | FAMILY AND COMMUNITY PARTNERSHIPS |  |
|  | Community Resources Information | None |
|  | Transition Information | None |

**TWO STAR**

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| **DOCUMENT TO BE SUBMITTED WITH REGISTRATION** |

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01591 Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for SUTQ | Prescribed |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** |  |
|  | Description of Professional Development Planning Process | None |
|  | Description of Staff Supports | None |
|  | JFS 01509 Continuous Improvement Plan | Prescribed |
|  | Written Wage Structure | None |
|  | **FAMILY AND COMMUNITY PARTNERSHIPS** |  |
|  | Community Resources Information | None |
|  | Family Engagement Activities | None |
|  | Health and Child Development Information | None |
|  | Records Transfer Policy | None |
|  | Sample Transition Activities | None |
|  | Transition Information | None |

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| **DOCUMENT TO BE SUBMITTED WITH REGISTRATION** |

**THREE STAR**

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01519 Child Assessment Process for SUTQ | Sample |
|  | JFS 01591 Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for SUTQ Programs | Prescribed |
|  | Developmental Screening Referral Process | None |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** |  |
|  | Description of Professional Development Planning Process | None |
|  | Description of Staff Supports | None |
|  | JFS 01509 Continuous Improvement Plan | Prescribed |
|  | Written Wage Structure | None |
|  | **FAMILY AND COMMUNITY PARTNERSHIPS** |  |
|  | Community Resources Information | None |
|  | Family Education Information | None |
|  | Family Engagement Activities | None |
|  | Health and Child Development Information | None |
|  | Health referral Process | None |
|  | Health Screening Process | None |
|  | Records Transfer Policy | None |
|  | Sample Transition Activities | None |
|  | Transition Information | None |
|  | Transition Meeting Process | None |

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01588 Process to Use Child Assessment Results for SUTQ | Sample |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** |  |
|  | Annual Survey Process | None |
|  | **FAMILY AND COMMUNITY PARTNERSHIPS** |  |
|  | JFS Community Partners Agreement for SUTQ | Sample |
|  | Family Engagement Model | None |
|  | Parent Group Information | None |
|  | Program Transition Policies | None |
|  | **ACCREDITATION** |  |
|  | Accreditation Certificate | None |

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| **DOCUMENT TO BE SUBMITTED WITH REGISTRATION** |

*NOTE: Programs seeking a Four or Five-star rating must submit the documentation required for three-star ratings in addition to the documents listed above.*

**FOUR AND FIVE STAR**

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| **ANNUAL REPORT DOCUMENT CHECKLIST FOR 3 – PLUS STARS** |

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|  | **DOMAIN** | **SAMPLE FORM OR PRESCRIBED FORM** |
|  | **LEARNING AND DEVELOPMENT** |  |
|  | JFS 01519 Child Assessment Process for SUTQ | Sample |
|  | JFS 01516 Classroom Self-Assessment Tool Summary: One Through Five Star Rating for SUTQ | Sample |
|  | JFS 01591 Curriculum Standards Assessment Alignment Tool: Pre-Kindergarten Strand for SUTQ | Prescribed |
|  | **ADMINISTRATIVE AND LEADERSHIP PROCTICES** |  |
|  | JFS01509 Continuous Improvement Plan | Prescribed |
|  | Description of Professional Development Planning Process | None |
|  | Professional Development Plan Annual Summary | None |
|  | JFS 01522 Teacher Observation Summary for SUTQ | Sample |
|  | **STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT** |  |
|  | Administrator Updates | None |
|  | Assistant Teacher Updates | None |
|  | Lead Teacher Updates | None |
|  | Professional Development Tracker (ODE Programs Only) | None |
|  | **FAMILY AND COMMUNITY PARTNERSHIPS** |  |
|  | Family Education Information | None |
|  | Family Engagement Activities | None |
|  | ACCREDITATION |  |
|  | Accreditation Certificate | None |

**Resources:**

*Note: Annual Report document requirements are automatically generated and may not be the same for all programs.*

Step Up to Quality Center Program Standards – <http://earlychildhoodohio.org/index.stm>

A Guide for Child Care Providers – <http://earlychildhoodohio.org/index.stm>